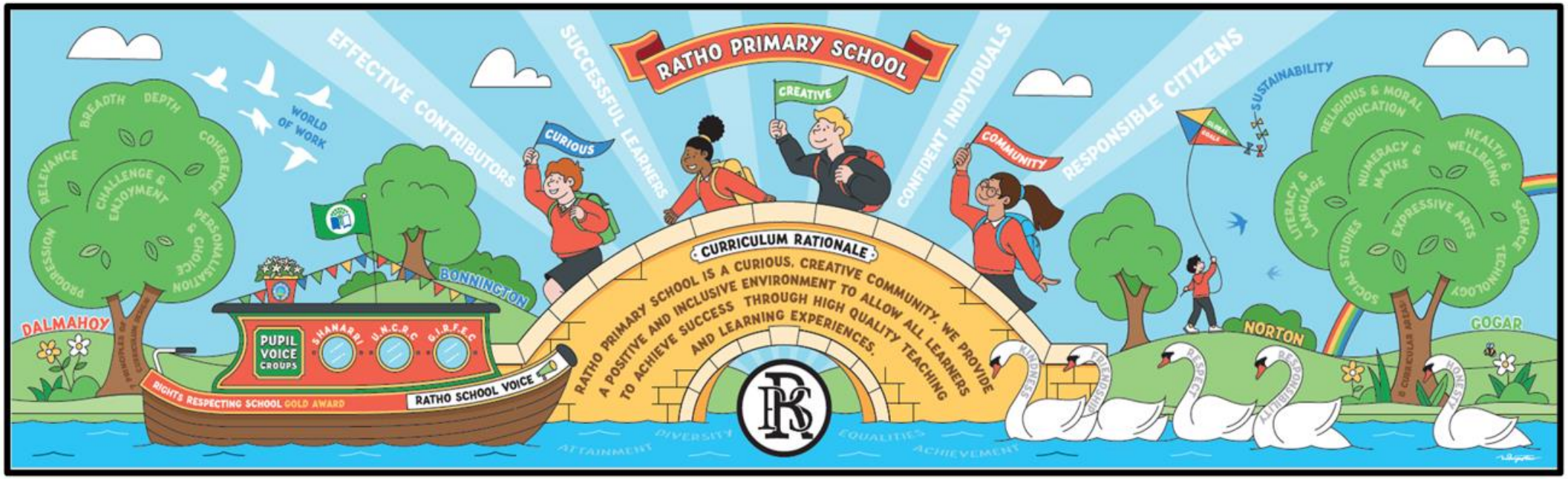
Ratho Primary School and Ratho Early Learning & Childcare Standards and Quality Report 2024 / 2025



Context of the School including ELC/Nursery

Ratho Primary School (built in 1983) serves the catchment area of Ratho village and surrounds. Ratho is situated on the Western boundary of the City of Edinburgh Council. The school is in the Balerno High School Learning Community and almost all pupils transition from Ratho Primary School to Balerno High School for Secondary Education.

The current roll is 225 primary children and 55 nursery children. There are 3 separate buildings; 'Canalside View' holds 4 classrooms (P1-P3) and was built as an annex to support the rising roll of the school in 2016. The main building holds 7 classrooms and all additional school areas. The Ratho Early Learning and Childcare (Nursery) is in a separate building just outside the main campus, shared with Ratho Library, which was opened in February 2025. The main building is also shared with the Ratho Community Centre, which is situated in an adjoining wing of the building. Altogether, it is a sizeable campus with extensive shared grounds which are also accessible to the public at evenings and weekends.

2024-25 has been a successful session for the school and we have several notable achievements and highlights:

- We were accredited with the Gold Level Rights Respecting School Award.
- We were accredited with the Digital Schools Scotland Award, individually and with all other schools in our Learning Community.
- We gained our 8th Green Flag from Eco Schools Scotland.
- Our Glee Choir made it to the regional finals of the Frission Foundation Glee Choir Competition at the Usher Hall.
- Our Quiz team made it to the national finals of the Rotary Club Primary School Quiz in Kirkintilloch.
- Our P6 football team made it to the final of the EPSSA School Board Cup.
- Ratho's Attainment of CFE levels for Session 2024-25 is as follows:

			Level Achieved %	
Stage	**Number of Pupils**	**CFE Level**	**Literacy**	**Numeracy**
1	24	Early	83%	88%
4	32	1st	78%	88%
7	40	2nd	78%	88%

- Ratho's breakdown of pupil demographic for Session 2024-25 is as follows:

Pupils	Male	Female	ASN	Care Experienced	SIMD Q1	SIMD Decile Average	Average Attendance
225	115	110	51	1	0	6.7	95.9

The catchment area comprises a relatively narrow socio-economic mix compared with other schools across the city. This reflects the housing and development of Ratho. 74% of pupils are in SIMD deciles 5-7, 22% are in decile 10 and 1% of pupils are in SIMD decile 3 (who are out of catchment placements and live outside Ratho). The remaining 3% joined the school this session and do not have an identified SIMD Decile yet.

The vision for our school is to be a "Curious, Creative Community". We achieve this through our shared school values of: Respect, Responsibility, Friendship, Honesty and Kindness. Our Curriculum Rationale above shows all that is central and important to our Curriculum and unique local context. It states: "Ratho Primary School is a Curious Creative Community. We provide a positive and inclusive environment to allow all learners to achieve success through high quality teaching and learning experiences."

In 2024-25, the Primary School had 10 classes (including composite classes at P1/2 and P6/7 and two P3 classes). The school is led by the Head Teacher, a Depute Head Teacher, a Principal Teacher (who joined in Term 3 this session) and a part-time Business Manager. The school has a part-time Support for Learning teacher for 3 days a week.

The School and Nursery were inspected by HMIe in May 2018. Results were published by Education Scotland in August 2018 giving recommendations and evaluating the school as:

- Leadership of Change — Good
- Learning Teaching and Assessment — Good
- Raising Attainment & Achievement — Good
- Ensuring wellbeing, equality and inclusion — Satisfactory

The school had an 'HMIe follow-through' visit from the City of Edinburgh Council in December 2022. The Council published their findings in February 2023 stating that: "During the follow-through visit with the local authority, the school and nursery have demonstrated progress with all of the HMIe identified areas for improvement. Plans have been developed to further embed the changes across the nursery and school to maintain consistency in learners' experience."

Ratho Nursery, now Ratho Early Learning and Childcare has experienced a year of change, progress and reflection. Following a Care Inspectorate inspection in early 2024, we were evaluated as "adequate" across all key quality indicators. This inspection highlighted strengths in nurturing interactions and forest-based outdoor learning but also indicated clear areas for development. In response, we have been working through a robust Service Improvement Period (SIP), with intensive staff development, system reform and environmental enhancements.

Significant transformational change has taken place within the setting over the past year. Ratho Nursery has now relocated into a brand-new purpose-built nursery building, enabling the delivery of all-year provision across five distinct placement patterns. This transition has allowed us to expand our capacity from 32 to 64 children, offering flexible, high-quality early learning and childcare to meet growing community needs.

To support this growth, staffing has also expanded substantially. The ELC team now includes two SEYOs, two EYOs, three term time EYP posts (with one current vacancy), four full year EYPs, 3 part time EYAs (two are term time and one is all year), and two DAs. A Nursery Administrator has also been appointed to streamline operational processes. This enhanced staffing structure has been designed to ensure that the increase in child numbers is matched with the appropriate levels of experience, leadership and support.

These developments represent a whole-setting transformation—including the physical environment, staff structure, and service delivery model—providing an exciting opportunity to embed best practice, strengthen quality assurance, and deliver high-quality early years provision for Ratho.

Standard and Quality Report 2024-25

School				
What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	**How well are you doing? What's working well for your learners?** (Consider the full QI, self-evaluative statements against each theme)	**How do you know? What evidence do you have of positive impact on learners?** (What evidence do you have? Quantitative or qualitative data to support.)	**What are you going to do now? What are your improvement priorities in this area?** (Identify a few next steps linked directly to progress and impact for this area/priority)	**How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?**
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
Developing a shared vision, values and aims relevant to the school and its community				***Good***
The school has reviewed our Vision and Values and as a result created a new Curriculum Rationale. Our Curriculum Rationale has been redesigned through consultation with Pupils, staff and the Parent Council. The new Curriculum Rationale now reflects all aspects and contexts of the school community and the strengths of the school within the local Ratho Community.	The Ratho Action Group (Pupil Council) consulted with all pupils and all staff contributed to the content of the Curriculum Rationale to create the new design. Parents and carers were consulted through the Ratho School Voice (Parent Council). All pupils and staff have a very clear understanding of our context within the local community. As a result, the needs of children and their families are well understood and staff can encourage high expectations for all pupils.	Our Vision Values and Aims were reviewed through the Pupils Council with all Pupils in Class and at assembly. Most pupils agreed to keep them the same. The themes of content for the Curriculum Rationale were agreed by Most pupils and Almost All staff. The revised Curriculum Rationale reflects our strengths in School ethos, Digital Learning, Embedding of Children's Rights, and Eco - Learning for Sustainability.	Embed the Curriculum Rationale in all aspects of the school including a mural within the school grounds, banner at the main entrance, poster displays in classrooms, etc. Incorporate these into creation of class charters to enhance the identity, values and ethos of the school.	

The school achieved accreditation from UNICEF UK as meeting the Gold Level Standard Rights Respecting School Award.	Pupils are articulate and confident in their understanding of rights, linking them to local and global issues and sustainable development goals. Rights are embedded in teaching and learning, with natural links to relevant articles and sustainable development goals enriching the curriculum. The school is strongly committed to embedding a child rights approach at the core of the school's ethos. A strong culture of inclusion and non-discrimination is evident, with celebrations of different cultures, religions, and neurodiversity. Strong relationships with families and the local community enhance rights knowledge in the wider community. Pupils actively engage in charity work, environmental initiatives, and community projects, demonstrating their role as global citizens.	The evidence of our strengths in promoting Rights are reflected in our Rights Respecting Schools Gold Award Report and School Evaluation Report here: Ratho Primary School, RRSA Gold Re Ratho Primary School Gold Evaluatio	Develop a plan to ensure the sustainability of the school's excellent rights respecting practices. Consider attending RRSA training courses and using RRSA Spotlight staff training resources included in the membership. Make the school's commitment to the UNCRC and RRSA more explicit on the school's website and social media. Link to relevant articles or resources on the RRSA website. Continue supporting children and young people in engaging with current affairs and world events to challenge stereotypes and discrimination from a rights perspective. Create opportunities for pupils to be involved in campaigning and advocacy work on children's rights. Consider using the UNICEF UK Youth Advocacy Toolkit as a framework for this. Further develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school.	

Strategic planning for continuous improvement				
Collegiate Activities were focussed on achieving school improvement priorities in line with a robust Quality Assurance calendar and the Working Time Agreement.	Almost all staff have a clear understanding of improvement priorities. Almost all staff have had a role in leading developments in practice or leading actions towards fulfilling improvement priorities.	Almost all staff have engaged in high quality CLPL that has led to improved practice and fulfilment of improvement priorities. Areas being: • Sean Connery Literacy and Dyslexia Support Initiative. • Place2Be Mental Heath Champions. • Digital CLPL contributing towards Digital Schools Award. • Rights & Equalities CLPL contributing towards RRSA Gold. • Learning for Sustainability CLPL leading to enhanced provision of Outdoor Learning and fulfilment of LfS action plan.	Continue to provide opportunities for staff, pupils and parents to lead and develop the work of the school, supporting positive outcomes for all learners and creating a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change. Continue to provide opportunities for staff to be involved in peer collaborative learning through sharing practice and being involved in work to shape the direction of the school.	
Implementing improvement and change				
We have: Undertaken significant work to achieve the Digital Schools Scotland Award as a school and as a learning Community. Developed our practice in integrating Digital Learning	Almost all staff participated in CLPL opportunities to enhance their digital skills. This training included workshops on integrating technology into the classroom and using digital tools effectively. Digital learning is embedded throughout the school. Pupils	We consulted with all stakeholders, including parents, pupils, and staff, to gather their input on our digital initiatives. This feedback helped us shape our planning and ensure we met the needs of our staff and learners.	Expand our professional learning opportunities to include advanced digital skills training for teachers. Development of use of ICT tools to support learning, especially use of adaptive technology for pupils with ASN/SFL needs.	

to best utilise Empowered Learning across P6&P7 Developed our practice in integrating Digital Learning for all stages. Hosted a Digital Learning Community Conference and follow up conference. Invested through both school and RSV fundraising to purchase 4 x new smartboards in the main building.	are actively engaged in their learning, using technology to enhance engagement in learning. Most staff use digital learning and teaching strategies effectively and at a high level of proficiency.	The Digital Schools Scotland Award details all evidence of our strengths: The report can be accessed here: City of Edinburgh - Ratho Primary School	Further investment in new technology, especially new Smartboards in all classrooms.	

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				***Good***
We have developed and implemented a new Learning, Teaching and Assessment Toolkit, including CLEAR objectives for all lessons. Ratho's Learning, Teaching & Assessment Toolkit	Almost all classes are using the CLEAR objectives for sharing Learning Intentions and Success Criteria. Almost all staff have engaged in CLPL on the LTA Toolkit and have participated in both teaching and observing peers in Shared Classroom Experiences focussed on CLEAR objectives. We have an updated LTA toolkit/ policy and shared this with the school community via our website and school Padlet.	Almost all staff engaged in 2 x Shared Classroom experiences with peers and SLT. Almost all staff engaged in staff CLPL sessions with the Learning community – CLEAR session 1, CAT session x 2 Toolkit is here: Ratho's Learning, Teaching & Assessment Toolkit	Further develop and embed all other aspects of CLEAR from the new toolkit/policy. Engage with Edinburgh Learns CLPL on Differentiation and Adaptive Learning in Digital.	
We participated in the Sean Connery Literacy & Dyslexia Support Initiative. This was a significant commitment to an improvement priority for the whole school. This comprised a project of whole school training, individual teacher training,	In the October Inservice day whole-school training was given by the Literacy & Dyslexia Support Initiative team (L/DST) on Dyslexia. Time was allocated in the WTA to ensure all teachers' participation in this project and development of practice.	We have improved practice and progression in teaching of spelling of common words and the planning/implementation of spelling patterns. Children who require supports are identified across the school and there is a robust monitoring process between SFL, Teachers and SLT to monitor progress.	Continue to develop a consistent approach to spelling from P4-7 to further embed the approaches from these sessions. Create individual Learner 'Passports' as a working document to accompany the Profiles already in place. The Passports will be child friendly and able to be updated termly by pupils and staff.	

class, individual and group supports for pupils and also evaluation and feedback from the initiative team. The Annual report details of the improvements and benefits to pupils and staff over the project. Sean Connery Dyslexia Annual-repoı	P7 received focussed writing support from L/DST P3 and p4 received focussed writing support and hot-listing from L/DST Individual pupils were identified for individual support programmes and a PSA was trained by L/DST to support these specific programmes. A term of co-operative teaching between the L/DST and P6/7 teacher for the P6/7 class. CLPL and training on dyslexia assessment was completed with the P2 teacher.	All children with identified support requirements have a 'Profile' that records supports and strategies for the session and progress made. This profile is shared with parents at consultations and a copy accompanies the end of session reports sent home. SWST results have increased and achievement of ACEL levels in Literacy has improved. The Annual report and below 'Coaching Visit' evaluations details of the improvements and benefits to pupils and staff over the project. Ratho DLST.docx	Implement actions from evaluations and feedback gathered through the project. Much of this evidence is not anonymised but an example is from the teacher focus group: Record of Focus Group - Staff.docx	
Quality of teaching				
We have enhanced the provision of Outdoor Learning across the school.	Each class have a Forest school session once per month and one outdoor lesson each week linked to any curricular area. We have provided CLPL for all teaching staff in a CAT Session led by our Learning for Sustainability Communities of Practice Lead.	The majority of classes are doing one outdoor learning session per week. Learners' views are very positive. Parents views are positive and were gathered at parents' consultations.	Support staff to be trained in Forest schools. Classes are providing a Forest school session less than once per month in the winter months, resources and CLPL in supporting this provision in winter.	

Shared Classroom Experience opportunities for P6 and P7 teachers to observe Secondary staff. Shared Classroom Experience opportunities for P1-P6 teacher to observe a member of staff within the learning community primaries. RPS QA calendar delivering robust QA activities including SCEs, Learning Walks.	Almost all staff engaged in reciprocal visits with colleagues in learning community schools. Secondary staff visited P7 maths lessons to help plan a Maths day during transition visit. Reciprocal visits for P7 staff to Balerno High school. SCE with learning community teaching staff in Term 4.	Secondary staff viewed the process as positive. All teaching staff engaged in moderation of Teaching and Learning across the Learning Community with cross-school SCEs at Balerno High School and Dean Park Primary School with peers.	Continue to develop relationships between P7 staff and secondary staff. Repeat SCE opportunities for P6 and P7 teachers to observe Secondary staff deliver LIT, NUM or digital. Opportunities for P1-P5 teacher to observe a member of staff within the learning community primaries. Transition Teacher to gather evaluations and feedback on the process.	
Effective use of assessment				
We have developed a Literacy Writing Assessment of Benchmarks tool through collaborative work between our Literacy Coordinator, SLT and teaching staff. Moderation across all stages was completed using Literacy Writing Assessment of Benchmarks tool. RPS Writing Benchmarks .docx	Almost all staff are developing confidence in using the Writing assessment tool. All Staff moderated writing which had been assessed using the tool and evaluated the consistent use of the checklist.	Staff shared views on assessment tool at CAT session and tool amended to include a comments section and remove additional tools for writing section. Pupils given the choice to select their own piece of writing to be assessed. CAT session including Moderation, evaluation and review which shows a consistent approach to	Develop core writing targets to be used across the school. Continue to develop pupil friendly writing targets.	

		assessment of Literacy across all classes and stages.		
Planning, tracking and monitoring				
All long term planning is now completed using OneNote planners. We have moved away from the traditional 'paper based' folders.	All staff are using OneNote for medium term plans and for weekly plans. Long term planning and yearly overviews are also completed on Onenote. Staff and SLT are better able to meet and engage in QA processes. Staff are better able to share ideas, develop practice, share resources and collaboratively plan together.	A working group met with DHT to evaluate and discuss the impact of planning format. There is a consistent approach to all stages of planning across the whole school. Almost all teachers agree that planning is simpler, more concise and more streamlined.	Revise the Probationer, induction and supply cover materials to reflect the new planning resources, methods and expectations. Review QA calendar to ensure quality of planning is maintained across the session and year-on-year. Develop the Local Links to IDL across all stages.	
As with all CEC, we have adopted the use of 'Pupil Tracking' as the method by which progress and attainment is recorded and monitored. All teaching staff have been trained in the new programme/system. The QA calendar includes 3 x T&M meetings with SFL, CT & HT using Pupil Tracking and teachers' evaluation of assessments	Every learner in each class is discussed and attainment is discussed. Any child with SfL is identified and support is implemented. T&M discussions to ensure all staff engage with the matching of E&Os to Benchmarks to ensure assessment is as part of ongoing learning and teaching. Almost all staff are clear about assessment evidence which should be considered when	All staff attended CAT training sessions on use of Pupil Tracker and are able to use and analyse the data to best inform planning. The new format of T&M tracker is clearly identifying attainment of all learners and therefore confirming where gaps need supported. All staff have access to the document and complete the information before the meeting.	To develop a consistent format for recording T&M meeting notes Merge/streamline our previous T&M trackers with Pupil Tracking to better record comments/ notes of professional dialogue on individual pupils. Develop universal supports format to be implemented by PT and all class teachers.	

and evidence of pupil learning/achievement.	making judgements about pupils' attainment levels.			
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
Wellbeing				***Good***
We have increased Learner Participation with all Pupil Voice Groups. We have 10 Pupil Voice Groups: • RAG (Ratho Action Group) Pupil Council • Digital Deputes /Digital Leaders • ECO Warriors • Rights Knights • Equalities Group • House Captains • Pupil Librarians • Playground Group • Junior Road Safety Officers	All learners have the opportunity to access a Pupil voice Group as appropriate to their age and stage. There are regular meetings for all Pupil Voice Groups. Groups provide opportunity to develop and present in House Meetings and Assembly. The majority of learners in Primary 4 upwards regularly participate in Pupil Voice Groups. Some pupils from Primary 1-3 regularly participate in Pupil voice groups.	The effect of pupil engagement can be seen by the high number of applications for different Pupil Voice Groups. Most of these groups are established and embedded within the life of the school. Participation in Pupil Voice Groups have been successful in leading to increased confidence, increased talking and listening attainment and presentation skills. Digital Leaders have presented in House Meetings about internet safety which was seen and recognised through Digital Schools Award.	Further develop our use of Education Scotland framework, **'How good is OUR school? A resource to support learner participation in self-evaluation and school improvement'.** ('Wee HGIOS')… We have identified in the attached Pupil Group document how this can be used for each group but need to ensure quality feedback, evaluation and gathering of pupil voice in how well the school is doing and how it can be improved.	

• ND Team (Neurodiversity Ambassadors)	See this document for a breakdown of what all Pupil Groups achieve: Pupil Voice Groups 2024-2025.docx	The Equalities group, Eco Group and rights Knights work all contributed to the RRSA Gold Award and is recognised as being central to developing the school's ethos and values.		
We moved away from the termly focus on CEC's Building Resilience units as we had completed another cycle…Instead we have had a focus on Global Goals, an introduction then 1 per term in session 2024-25.	All staff and almost all pupils are aware of Global Goals. All classes have completed class and homework relating to Global Goals: 1 – No Poverty. 2 – Zero Hunger 3 – Good Health and WellBeing 12 – Responsible Consumption & Production. Most pupils are able to talk about the significance and meaning of these Global Goals.	Global Goals have tied into our Rights, Eco, Equalities developments and also the school's values and ethos. See our RRSA Gold Award and Pupil Voice evidence.	From our Parent/Carer survey, it is apparent that parents/ carers are not always aware of the Global Goals focus each term. At the start of the month, Global Goal and Article should be embedded into Home Learning across the school to improve parent/ carer understanding of Global Goals. Global Goals to be focussed on with Pupil groups to be evaluated in line with wee HGIOS.	

We have developed a better Whole School understanding of neurodiversity including staff, pupils and parents/carers.	We established the ND team, Pupil Voice Group. Staff and learners are introducing celebration of neurodiversity. These are openly discussed amongst staff and learners, therefore breaking down barriers Staff are part of ND group and sharing personal experiences.	Almost all staff have a better understanding of the variety of Neurodiversity amongst pupils and within school. Almost all staff are engaging with CIRCLE documents and evaluations to create ND inclusive classrooms. Most staff use Open Dyslexia fonts. Dyslexia Toolkits have been developed.	Continue to develop the image that fairness is not everyone getting the same thing. Image to be up on wall displays in each classroom to encourage conversation. ND supports and CIRCLE evaluations for learners to be effectively used and monitored through SFL/SLT /CT and SFL Passports/Profiles.	
A 'Sensory Room' has been created with ASN resources, sensory circuits, sensory materials and break out spaces. This is available and used as necessary.	Almost all pupils have access to newly established sensory room/ sensory circuits. All staff engaged in a CAT session to provide training to successfully engage with Sensory Circuits.	Space available to be used regularly for learners as needed. This space is not timetabled. Impact for learners to use space and return to class ready to learn.	Arrangements made for new setup of Nurture room next session which will continue to support nurture groups and productive workout spaces. Development of sensory materials and accessible ASN resources within classrooms.	
All staff engaged in Place 2 Be Mental Health Champions Foundation courses. This was a significant commitment to an improvement priority for the whole school.	Time was allocated in the WTA to ensure all teachers' participation in this project and development of practice. PSAs were given time in In-Service (or time in lieu) to complete the training.	Almost all staff engaged in Accredited Mental Health Champion training and reported an increased understanding and awareness of factors impacting on the mental health of young people and how to support this or mitigate this.	SLT to support staff universally with their own mental health. Build a robust mental health and wellbeing strategy in the school and in the Learning Community.	

The Headteacher completed the Senior Mental Health Leads programme. The engagement with Place 2 Be has also included a P2B counsellor working with identified individuals over the course of the session.	All staff completed Mental Health Champion training through Place2Be. All referrals have been accepted for in school counselling with 4 learners receiving 10 weeks of 1:1 counselling. Where we have not managed to accommodate children through Art Therapy with SpaceScot and PSO running PlayBox sessions.	Feedback from staff is that the Champions course was highly effective and valuable in increasing staff confidence in discussing mental health with colleagues and pupils alike. Almost all staff now have the tools to support mental health universally in the classroom and know how to access further supports. Staff have observed that children engaged positively with regular counselling. The P2B counsellor has provided feedback on the success of her sessions with all referred pupils.	Engage with special school colleagues to harness their expertise and support. Continue to appropriately procure, arrange and refer pupils to Counselling services as necessary. Link this work to the ongoing nurture, pastoral and wellbeing supports provided by PSO.	
We have developed School Grounds with playground markings chosen by pupils in the Playground Pupil Voice Group.	The Eco group and Playground Group worked closely together, providing opportunity for Pupils Led improvements to the School Grounds. Funding was applied for and gained through the Edinburgh Airport Grant. New designs of Playground game, activity designs, garden	Pupils presented at House Meetings and Assembly. Pupils have greater enjoyment of grounds. Pupils (and all community) can see increased pupil ownership.	Continue to develop playground facilities, including: Use of the school Curriculum Rationale as a mural. Review upkeep and development of secret garden. Review upkeep and development of vegetable and herb boxes.	

	improvements were agreed and implemented this session.		Review upkeep and development of Outdoor Learning classroom bags.	
This session's Learning for Sustainability; Communities of Practice Project was delivered across all stages throughout the session. The project linked to LfS, Global Goals, Eco and IDL with a focus on growing crops/ingredients that can be used for cooking activities.	Food preparation and cooking sessions were held with children from P1 - P7. Staff and children were consulted on lessons to link IDL topics each class/stage were working on. The annual school harvest and produce from our orchard and raised beds was identified or used in the cooking experiences. Children have gained cooking skills, food knowledge, greater environmental awareness, developed their understanding of sustainability and ultimately deepened their respect for our planet.	The evidence of this project can be seen in the Ratho LfS CoP report for the session here: Ratho PS CoP Sustainability Project	Continue our Sustainability focus using the SDGs within curriculum planning and through a termly focus on one SD Goal. Add a practical sustainable cooking element to our IDL bundles to ensure all children have the opportunity to experience hands on cooking. Create a Food Technology Policy at Ratho Primary which will include the Global Goals and UNCRC Rights to provide a manageable, integrated framework going forward. Enhance relationships with local food producers to deepen children's understanding of where we can source local ingredients for our cooking.	

Fulfilment of statutory duties				
We have robust GIRFEC Practices amongst all staff, supported and monitored by SLT including comprehensive communications and liaison with all families, external partners and staff. All statutory training completed within collegiate time. There is protected time for PSO pastoral and nurture work related to CPM actions and targets.	Robust practices are in place where any needs are identified. All children who are needing support GIRFEC practices embedded throughout school with Circle Document, Assessment of Need and CPM cycles recorded and regularly reviewed. Pastoral Notes updated regularly and communicated with staff and parents. Termly consultations with EP and Speech and Language Therapist. All staff participated in Place2Be, Dyslexia Training and Meta Training during collegiate time.	Regular CPM cycles and robust administration of all associated documentation related to meetings, actions and outcomes. Robust communication between all relevant staff to support needs of learners. Regular consultations and engagement with Educational Psychologist and Additional Support for Learning.	Allow for sufficient time for statutory training within the collegiate calendar so as all staff are fully aware of local, national and international legislation affecting pupil rights, wellbeing and inclusion. Continue to ensure that pupils feel that they are safe and listened to by adults in school. Maintain strategies for tackling recording and monitoring bullying and racist incidents. Continue to promote equalities and inclusion in school.	
Inclusion and equality				
The use of SfL referrals, Circle Documents, Dyslexia Checklists and Supports & Strategies sheets and termly reviews by staff, SFL and SLT provided for a high level of Inclusion and Equality.	See above related to QI 2.3. and 3.1 The ASN Annual Calendar provides a comprehensive system to ensure all required actions are completed and ensures all appropriate documentation is up to date.	All staff have access to the ASN calendar meaning documentation is up to date, relevant and learner needs are met. Relevant documents can be passed on easily through digital completion of	Complete the Literacy Checklist on OneNote next session to allow for more timely monitoring and sharing of data. Continue to promote equalities and inclusion in school through Pupil Voice Groups and in House	

The fulfilment of GIRFEC duties and robust procedures around GIRFEC support Inclusion and Wellbeing. The promotion of the role, value of and engagement with/of all Pupil Voice Groups provided for a high level of Inclusion and Equality.	See the calendar here: Ratho ASN Annual Calendar 2024-25.pdf Regular and effective support for learning is timetabled for all relevant pupils as individuals and groups for CT, SFT teacher and PSAs. Online Circle Documents accessed through OneNote have been successful. Most teachers are aware of how to access relevant training.	documents. This is now more easily accessible through OneNote. Evidence from discussions during, actions and outcomes agreed and minutes distributed from all CPMs. Evidence from SFL meetings with CTs after completion of Circle attended by SFL, CT and SLT.	meetings, assemblies and in community engagement events. Continue to ensure that pupils feel that they are safe and listened to by adults in school. Maintain strategies for tackling recording and monitoring bullying and racist incidents.	
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				***Good***
We have embedded our revised Literacy Policy, including Reflective Reading. We have created a new Literacy Writing	Most staff are following a purposeful literacy policy including reflective reading. Most teachers make good use of strategies to support EAL pupils. EAL trackers are all	We have an improved reading culture across the school with the new library opening, use of IT in reading (EPIC) and a large uptake at lunchtime Book Club.	Consider pursuing the Scottish Book Trust Book Award. Consolidation of Reading Compass skills within Reflective Reading.	

<table>
<tr>
<td>Assessment of Benchmarks tool detailed above.

Targeted literacy interventions have been provided for P3-P7s from SFL and PSAs.

Digital adaptive technology has been used to support pupils wherever possible.

Almost all teachers attended EAL CAT session to better support EAL pupils.</td>
<td>updated to reflect progress of EAL pupils.

Most teachers make good use of strategies to support Dyslexia in the classroom.

Regular and effective support for learning is timetabled for all relevant pupils as individuals and groups for CT, SFT teacher and PSAs.

Learning, teaching and assessment as detailed above in QI2.3 all contributes towards raising attainment. Specifically:
Forward planning
Learning, Teaching and Assessment Toolkit
Quality Assurance data
Tracking & Monitoring
Professional dialogue
Moderation</td>
<td>Most teachers now have increased confidence in judgement of benchmarks and achievement of a level.

Attainment at key stages this session is:

<table><tr><th colspan="3">Literacy</th></tr><tr><td>Stage</td><td>Level</td><td>% achieved</td></tr><tr><td>P1</td><td>Early</td><td>83%</td></tr><tr><td>P4</td><td>1st</td><td>78%</td></tr><tr><td>P7</td><td>2nd</td><td>78%</td></tr></table>
<table><tr><th colspan="3">Numeracy</th></tr><tr><td>Stage</td><td>Level</td><td>% achieved</td></tr><tr><td>P1</td><td>Early</td><td>88%</td></tr><tr><td>P4</td><td>1st</td><td>88%</td></tr><tr><td>P7</td><td>2nd</td><td>88%</td></tr></table></td>
<td>Considering having a standardised Reading Compass powerpoint with explanation and skill development across the stages. Especially for new teachers joining the school.

Some classes are using PEE Chain structure for reading responses (Point, Evidence and Explain) with pages included within task maps encouraging evidence. Consider this across all stages.</td>
<td></td>
</tr>
<tr>
<td colspan="4">Attainment over time</td>
<td></td>
</tr>
<tr>
<td>Effective and comprehensive tracking and Monitoring / Professional Dialogue Meetings are conducted 3 times per session and records are kept and updated. These are added</td>
<td>Most learners are engaged and highly motivated in their learning and interaction during lessons.

Most learners are confident and articulate about their learning and contribute well in lessons.</td>
<td>The Primary 4 cohort show a slight increase from their levels as P1s in 2022.

The Primary 7 cohort show significant increases from their levels as P4s in 2022.</td>
<td>Use of the new SFL ‘Passports’ and profiles will better track supports over time; build these into T&M professional dialogue conversation and recordings.

Increase proficiency with the new CEC ‘Pupil Tracking’ data base and tools to better identify</td>
<td></td>
</tr>
</table>

to over time so we can track attainment over time. The T&M tracker and Professional Dialogue are a focus of the moderation cycle and give focus to teachers' effective use of data, assessment and raising attainment.	Learning has a clear and structured curriculum that ensures continuity and progression at/for all stages, including in composite classes. Staff are able to support each other and work collegiately through the collegiate calendar. Staff work well with partner agencies to provide extra support for individuals and groups. We have robust procedures for Nursery to Primary 1 transition / High School Transition / Enhanced Transition / Transition Teacher to allow for better quality of experience for all stakeholders.	Compared to last session's cohorts, we have seen a slight drop in percentage achieved at P1 but we see an increase at P4 and P7.	trends and gaps so as to ensure improved attainment over time for all learners.	
Overall quality of learners' achievement				
Events are built into the school calendar to showcase learning to all in the school community. Parents and carers are invited to join with celebrating the pupils' achievements.	Pupils show increased engagement in their learning activities. Pupils participate actively in class discussions and are enthusiastic to show their learning.	The feedback from teachers indicates that learners are making good progress in their literacy and numeracy skills. All achievements are celebrated and publicised to the whole school community.	Continue to find opportunities to develop and celebrate pupils' achievements on a local and wider platform. Continue to promote achievements to the wider school community.	

Pupils' best and assessed work is showcased and celebrated at Family Consultations. Pupils are encouraged to be proud of their achievements and progress. The House system it's celebrated weekly at assembly throughout the session and termly through house meetings. This culminates in the whole community event of Sports Day and the End of Session Awards Ceremony.	Stay and Play days are held for Primary 1 and 2 classes. Class assemblies are held for all Primary 3-7 classes. A nativity is performed by Primary 1 and 2. A Christmas sing-along is performed by Primary 3 and 4. A Learning Showcase for Primary 5 and 6. A P7 Camp assembly and End of School assembly is held by Primary 7s. All Pupil Voice Groups present at an assembly at least once, some more, through the course of the session.	This session we have represented well in EPSSA Netball and athletics competitions. Our Glee Choir made it to the regional finals of the Frission Foundation Glee Choir Competition at the Usher Hall. Our Quiz teams were 1st and 2nd in the local heat, 1st in the regional and so made it to the national finals of the Rotary Club Primary School Quiz in Kirkintilloch. Our P6 football team made it to the final of the EPSSA School Board Cup.	Better capture feedback from all stakeholders on improving the quality of achievements, including 'Wee HGIOS' from Pupil Voice Groups.	
Equity for all learners				
The school plans targeted interventions for groups of pupils led by our PSO. The PSO provides emotional support for children and has a key role in parental engagement.	Staff have a deep understanding of the impact of poverty on pupil health, wellbeing and attainment. Staff are able to identify individual pupil barriers and plan or refer for interventions through SLT, SFL or PSO.	The PSO has regular meetings with SLT detailing individuals and groups in receipt of: • Nurture support (using principles of Nurture and the Wellbeing Academy training). • LIAM. • Emotion Talks. • Lego Groups.	Continue to facilitate equity through the PSO's excellent knowledge of pupils and families and their needs. Track and monitor wider achievement data in order to target new opportunities for pupils in need of equity support.	

PSO specifically Monitors attendance and acts as a point of contact and advice for families. PSO supports ASL, SFL, Nurture and GIRFEC. All staff, including support staff, contribute to the information held in the profiles for each pupil.		• Seasons for Growth • Talk and Move groups. CPMs and minutes detail progress and provision of resources and actions that provide equity for pupils.	Continue to promote access to wider achievement opportunities.	
This session we have created pupil friendly IEPs.	Educational Psychologist has helped develop pupil friendly IEP. These are visual with 3 main targets visually on lanyards. 3 folders, each has tasks to be completed in order to work towards achieving these goals.	The Pupil Friendly IEP is accessible and very user friendly.	Build the recording, review and assessment of IEP targets into QA calendar alongside T&M and SFL meetings.	
All support staff have a access to iPads and the Ratho PS Support Staff MS Team.	Digital learning team has provided all with basic iPad training.	Some PSAs added into class OneNote and typing in notes from intervention groups.	Continue to upskill, enhance and develop the role and capabilities of all Support Staff.	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				***Good***
All staff participated in CP training at the August In-service days. System of reporting for WBC, Pastoral notes, SHE	CP training for all delivered at the August In-Service Day. Signage and flowcharts displayed in key areas to inform of Child Protection procedures.	All staff know responsibilities and GIRFEC practices to keep all children safe. All Wellbeing folders and files are administered according to CEC policy. This was queried	Continue to review and evaluate practices to ensure consistency and effectiveness. Consider an audit of files?	

portal, etc. is robust and well administered by SLT.		with Learning Community and Euan Alexander who have confirmed processes are robust.		
Arrangements to ensure wellbeing				
We have Improved Attendance for pupils at <85%, <90% and <95% Average attendance for the session is 96%!	A sustained reduction in <85% throughout the session. Embedded an approach across the Learning Community for targeted intervention for under <85% attendance. Promotion of good attendance across the cluster.	Attendance data from CEC shows Ratho as 'Green' at 3.1% (7 pupils) under 85%. Continued visibility and promotion of good attendance to families and pupils. Continued bespoke targeted intervention for pupils <85% where appropriate. Communications sent out to parents. Targeted termly. Continue to monitor 85-95%. Monthly letters to <85% to relevant families.	Robust Plan now in place across the LC to support consistent approach. Reduction in attendance below 85% and well below the city average. Continue to implement LC Attendance and Monitoring Approach.	
National guidance and legislation				
We comply with all National guidance and legislation. We reviewed our Record Keeping within our Learning Community.	When concerns arise, staff respond appropriately to reduce risk of harm to children. Staff know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm.	All Wellbeing folders and files are administered according to CEC policy. This was queried with Learning Community and Euan Alexander who have confirmed processes are robust.	Ensure all local procedures and statutory guidance are followed. Include with annual CP training any updates on emerging issues within society, eg: radicalisation, FGM, etc.	

We ensure pupils are safe and feel safe in school.		Pupil feedback, Staff feedback and Parental feedback indicate pupils are safe and feel safe in school.	SLT ensure all CP training and duties are compliant with legislation.	
QI 2.2 Curriculum: Theme 3 Learning pathways				
We provide many opportunities for pupils to engage in events, activities and opportunities for achievement outwith the BGE curriculum. We are fostering partnerships with Learning Explorers and Lost Shore surf resort. See the examples detailed in 3.2 "Overall Quality of Learners' Achievements" above.	Glee Choir P7 Football Team ESPPA representation at Cross-Country, Netball and Athletics. P7 quiz team Netball after school club. Homework after school club. 'Vision Time' opportunities to explore different aspects of learning/achievement. Opportunities to explore and achieve in many different aspects of Sports/Health during Health week.	The Glee Choir reached the Regional Finals of the Frission Foundation Glee Choir Competition at the Usher Hall. The quiz team reached the finals of the Rotary Primary Quiz at Kirkintilloch. Achievements at all ESPPA events. Children participate in events at Heriot Watt university and also with the Lost Shore Surf Project team as part of pathways learning.	Continue to provide opportunities to engage in different Learning Pathways across the curriculum and with different Learning Partners. See the examples and next steps detailed in 3.2 "Overall Quality of Learners' Achievements" above.	***Good***
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				

All classes moved to reporting to parents/carers using Padlet. We have moved away from using 'X' (Twitter) or paper based Curricular Information Leaflets. See the engagement examples detailed in 3.2 "Overall Quality of Learners' Achievements" above.	All class using Padlet weekly with a minimum of 3 observations per week. RPS guidance and expectations updated with agreement from all staff. Termly overview for the curriculum for each class/stage is shared with parents at the beginning of each term.	Parent views gathered at parents consultation. Majority are in favour of the improvements to communication platforms. Majority of families are engaging with the Padlets when feeds go live. Very positive feedback gathered from annual Parent/Carer survey. Results here: Parent & Carer Feedback and Suggestions - March 2025	Continue to explore ways to better and more efficiently communicate with families. Continue to gather and act upon feedback gathered from annual Parent/Carer survey. See the engagement examples and next steps detailed in 3.2 "Overall Quality of Learners' Achievements" above.	***Good***
We engaged the RPS community in Learning Community Confident Staff, Confident Kids training.	Two rounds of a 6 week course was delivered to 2 different groups of parents during Term 1 and Term 3 by PSO and SfL teacher.	Parents views were gathered during and at the end of the block of sessions. Almost all were very positive and parents gained confidence and developed a network with other parents. Parents said they felt more connected with the school.	SfL and PSO to organise CLPL for all staff. "Nibbles and Natters" coffee mornings to be introduced for all interested parents.	

ELC/Nursery Class

What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	**How well are you doing? What's working well for your learners?** (Consider the full QI, self-evaluative statements against each theme)	**How do you know? What evidence do you have of positive impact on learners?** (What evidence do you have? Quantitative or qualitative data to support.)	**What are you going to do now? What are your improvement priorities in this area?** (Identify a few next steps linked directly to progress and impact for this area/priority)	**How would you evaluate this QI using the HGIOELC six-point scale?** (Use the drop-down menu to select your evaluation)
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing?** QI 3.1 Quality assurance and improvements are well led				
Developing a shared vision, values and aims relevant to the school and its community				***Good***
We co-created a refreshed vision and set of values in collaboration with children, staff, and families through displays, questionnaires and floorbook consultations. These values have been embedded through regular reinforcement in gather groups, the Learning Wall, team planning, and classroom interactions.	The vision and values are visible throughout the environment and referenced in team meetings, planning and family communication. There is a strong sense of shared ownership.	Staff consistently reference the values in their language and actions. Observations confirm that children use shared vocabulary around the values, particularly during gather groups. Feedback from parent consultations highlights alignment between home and nursery values. Floorbook documentation shows children's interpretation of values in their own words and drawings.	Revisit the vision termly through child-friendly reflection tools using the Learning Wall and floorbook reflections. Introduce visual resources to support child-led understanding and expand family contributions through seasonal surveys.	
Strategic planning for continuous improvement				
We implemented a Quality Assurance calendar aligned with national guidance and	Staff are confident in using the QA calendar. Evaluation activities are	QA records, moderation samples, and staff feedback show improved consistency	Expand the moderation model to include floorbooks and learning journals. Assign	

CI improvement indicators. Staff completed training in HGIOELC and CI frameworks. Targeted actions included launching the "Children of Note" tracker, introducing structured review cycles, and conducting audits on personal plans, GIRFEC documentation, and risk assessments. Peer learning walks and use of toolkits such as Experiences & Spaces have improved the quality of environment audits.	embedded and are leading to tangible service improvements. Reflective meetings and peer moderation are routine. There is stronger alignment between audit findings, planned improvements, and child outcomes.	in planning and documentation. Audit outcomes demonstrate stronger alignment between planning cycles and children's experiences. Cohort tracking and support plan reviews show better outcomes for targeted learners. Peer learning walks and reflective logs highlight staff ownership of the improvement process and a more confident use of self-evaluation tools.	QA calendar leads to SEYOs and EYOs. Continue to link QA outputs with targeted child-level data (e.g., progress tracking, ASN plans). Deepen moderation to include planning, journals and floorbooks. Increase the leadership capacity of EYPs by having them co-lead segments of the QA calendar and deliver some training on the in-service days.	
Implementing improvement and change				
We implemented distributed leadership across planning, wellbeing, assessment, and outdoor learning. Specific SQIP-driven actions included the transformation of outdoor areas into five defined learning zones (Mud Kitchen, Book Nook, Sand/Water, Planting, Creative Station) using toolkit audits and PDSA cycles. Indoors, core	Leadership of improvement is shared across the team, and staff demonstrate confidence in planning and assessment processes. Quality enhancements to indoor and outdoor environments are consistently implemented. Wellbeing and engagement levels have increased, and	Leuven scale data and observation records show increased wellbeing and involvement. QA logs, H&S audits, peer evaluations, and Learning Wall reviews confirm improved consistency and quality of provision. Feedback from staff, families, and external partners supports these findings.	Introduce a peer mentoring model to continue building staff leadership. Extend QA cycles to include focused audits on Learning Wall documentation and links to planning. Use family and child voice more systematically in evaluating the impact of improvements. Develop a system to link change initiatives directly with child-level outcome tracking.	

provision was reviewed and updated using Experiences and Spaces toolkits. Staff led the creation of tidy-up guides, visual prompts, and enhanced intentional provocations for literacy and numeracy. Staff participated in Autism and trauma-informed training, and we introduced peer learning walks and weekly QA meetings. New personal planning formats and support tools (e.g. "Children of Note" tracker) supported the implementation of inclusive strategies and tracking of wellbeing needs.	inclusive practices are embedded.			
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing?** **: How good is our care, play and learning?** QIs: 1.3 Play and Learning and 2.2 High Quality Facilities				
Learning and engagement				***Good***

We delivered training on Leuven scales, the planning cycle and child-led planning. We reintroduced weekly planning meetings and created intentional provocations through use of Experiences & Spaces toolkits. Indoor environments were refreshed to increase child ownership, access and engagement. The Learning Wall was implemented to document and reflect children's voice and learning progress.	Children are engaged in core and enhanced provision. Child voice is more evident in planning and displays. Staff are more confident in using responsive planning to shape learning opportunities based on children's interests.	Observations and Leuven scale assessments indicate increased wellbeing and involvement. Learning journals, planning documentation, and floorbooks show stronger links to children's voice and developmental progress.	Increase use of mind maps and child voice prompts in planning. Deepen learning through extended, project-based provocations. Embed Learning Wall evaluation in termly reflection.	
Quality of teaching				
Staff engaged in training on planning cycles and curriculum design, supported by SLT walkthroughs and peer learning walks. We introduced the use of “I Can” statements and benchmarks to enhance planning and intentionality. Environments were redesigned to improve the quality of play-based learning.	There is more intentionality in how staff introduce and extend learning. Staff demonstrate greater confidence in scaffolding children’s experiences and linking them to learning outcomes.	QA logs, team reflections, and moderation records show consistent references to benchmarks and improved pedagogical language. Child-led experiences are better supported and extended.	Support deeper engagement in play through coaching on sustained shared thinking. Embed use of “I Can” statements into daily routines and displays. Hanen training planned for August in-service.	
Effective use of assessment				

We introduced Leuven wellbeing assessments, DMLOs, and planning prompts to support staff in observing and assessing progression. Floorbooks and profiles are used to track progress across key areas.	Assessment is increasingly consistent across keyworkers. Staff use observations to identify next steps and tailor provision. Children's development is better reflected in profiles.	Planning scrutiny, moderation, and analysis of Leuven data show assessments are informing practice. Termly review meetings provide evidence of child-level tracking.	Ensure all keyworkers embed tracking into regular planning. Use assessment data to inform strategic improvements and family reviews.	
Planning, tracking and assessment				
Weekly planning meetings have been re-established. Planning templates were redesigned for intentional and responsive content. Staff use toolkit audits to improve consistency in learning environments.	Planning is more responsive and individualised. Child development is more consistently reflected in floorbooks and planning folders. Core provision is improving.	Planning audits, team evaluations and examples from profiles confirm improvements. Staff report increased clarity and confidence in using the revised tools.	Further develop consistency through moderation and peer review. Strengthen triangulation between observations, Leuven data and planning. Expand child-led floorbook use.	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) **Consider Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children?** **QIs: 1.1** Nurturing Care and Support and 4.3 Staff Deployment				
Wellbeing				. ***Good***
We reviewed and relaunched personal planning formats and introduced new tracking systems, including the "Children of Note" spreadsheet. Safe spaces	Children show improved emotional regulation and confidence. Staff are better equipped to identify and support wellbeing concerns and	Wellbeing tools, Leuven scale assessments, and support plans show children's needs are more clearly identified and addressed. Staff reflections	Consolidate wellbeing support strategies through peer reflection and child-led wellbeing tools. Further develop ASL planning through whole team engagement with ASLS padlet.	

were created indoors and outdoors. Autism, Trauma-informed and Playbox training were delivered to build staff confidence in supporting children with ASN and regulation needs.	embed support strategies in their interactions.	and family feedback support positive progress.		
Fulfilment of statutory duties				
We improved systems for personal plans, risk assessments, and medical logs to meet CI requirements. Regular audits and supervision were introduced. Staff were upskilled in documentation and QA processes linked to safeguarding.	Plans are reviewed routinely, and staff are confident in maintaining accurate records. Documentation audits show improvements in compliance.	Termly audit logs, peer reviews, and incident monitoring show improved compliance. SEYO tracking confirms regular plan updates.	Embed documentation routines further and develop staff training in risk management.	
Inclusion and equality				
We expanded links with external professionals and developed tailored ASN support plans. Zones of regulation were implemented, and visual supports were enhanced.	Children with additional needs receive consistent and well-targeted support. Inclusion strategies are evident across the playroom.	ASN plans, Leuven observations, and staff reflections demonstrate positive impact. Feedback from families and partners confirms improvement.	Continue to embed inclusive practice through family consultation and moderation across our learning community.	
QI 3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)				

Consider Care Inspectorate: How good is our Leadership, Management and Staffing?: How good are we at ensuring the best possible outcomes for all our children? **QIs: 1.1** Nurturing Care and Support and 4.3 Staff Deployment				
Progress in communication, early language, mathematics, health and wellbeing				***Good***
We introduced consistent tools for tracking early language and numeracy, including DMLOs and focused vocabulary planning prompts. Weekly reviews focus on wellbeing, literacy and numeracy progression.	Most children are making measurable progress in communication, number recognition, and emotional wellbeing. Observations and staff confidence in identifying next steps have improved.	DMLOs, Leuven assessments, and learning journals show clear tracking of children's progress. Planning records demonstrate alignment with benchmarks.	Continue embedding communication strategies across daily routines. Develop numeracy prompts and visuals for enhanced learning through play.	
Children's progress over time				
We introduced termly cohort overviews and individual targets linked to tracking tools. Observations and SEYO moderation validate staff assessment judgements.	Children's progress is monitored consistently. There is a stronger link between observed learning and next steps in planning.	Cohort overviews, profiles and learning journals show evidence of development. Parent consultations provide additional qualitative input.	Link long-term tracking to review cycles and strengthen transition documentation.	
Overall quality of children's achievement				
We introduced new formats for celebrating progress in literacy, numeracy and wellbeing, including Wellbeing Plans, floor-books and in gather time groups.	Children engage in reflecting on their own learning. Staff highlight children's successes during gather times, Learning Journals and through their Wellbeing plan.	Floorbooks and journals reflect child voice and progress. Observations show increased motivation and ownership of learning.	Extend digital profiles in learning Journals to capture and share achievements with families. Use peer-led observations to identify and build on success.	

Ensuring equity for all children				
We embedded the "Children of Note" system and introduced personalised targets based on children's interests and needs. Partnerships with EPs, ASLS and support agencies were strengthened.	Support is timely, and children with barriers to learning are included in high-quality play. Staff demonstrate understanding of rights-based and equity-focused practice.	Support plan reviews, wellbeing records and observations demonstrate appropriate interventions. Parent feedback validates support strategies.	Introduce an equity review template and continue to map cohort data against progress tools.	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				. ***Good***
We conducted whole-staff safeguarding and child protection update training, streamlined care plans, risk assessments, and incident log systems, and introduced a read-and-sign procedure for safeguarding updates.	Procedures are consistently followed, and staff can clearly articulate their roles and responsibilities. There is a shared understanding of safeguarding priorities.	Training records, audit trails of documents and chronologies, and incident tracking logs provide a clear record of compliance. Staff surveys and management observations show strong awareness and confidence in safeguarding protocols.	Maintain high standards through routine supervision discussions and QA. Embed safeguarding information into parent welcome packs and family engagement materials.	
Arrangements to ensure wellbeing				
We created indoor and outdoor safe spaces, relaunched the "Children of Note" system, and provided Autism, trauma-informed and Playbox training for keyworkers. Personal plans were	Children are increasingly using strategies for regulation. Staff are confident in identifying wellbeing needs and in implementing proactive interventions.	Leuven scale assessment scores, personal plan reviews, and family feedback show improved emotional support and outcomes.	Continue embedding trauma-informed practice and deepen analysis of wellbeing data during termly review cycles.	

updated to better reflect emotional needs and strategies.				
National guidance and legislation				
We aligned safeguarding procedures to GIRFEC, National Guidance for Child Protection (2021), and CI expectations. Staff completed mandatory updates and the team reviewed documentation formats.	Documentation is accurate and consistently reviewed. Staff understand national expectations and integrate them into planning, care, and daily interactions.	Audit logs, SEYO QA cycles, and Care Inspectorate feedback verify statutory compliance.	Maintain legislative awareness through monthly updates. Share learning from external reviews and case studies.	
QI 2.2 Curriculum: Theme 3 Learning pathways				
Aligned planning to the Curriculum for Excellence using CEC planning guidance. Introduced child-led planning cycles and “I Can” statements. Embedded literacy/ numeracy in core areas. Developed forest and garden curriculum.	Planning more responsive and reflective of children's voice. Pathways in key areas improving.	Planning scrutiny. Floorbooks. Evaluations against benchmarks and learning journals.	Extend progression pathways across curriculum. Develop staff confidence in expressive arts and STEM integration.	***Good***
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				

Increased use of Stay & Play sessions, consultations, and collaborative reviews. Supported ASN co-planning with families.	Families report strong relationships and involvement in decision-making.	Attendance data, family feedback, and co-planned reviews. Evaluation forms.	Develop digital learning journal features. Strengthen parent voice in curriculum evaluation.	***Good***

Date of last Care Inspection: February 2024	**Evaluation- please indicate overall for each question**
How good is our Care, Play and Learning?	Good
How good is our Setting?	Good
How good is our Leadership?	Good
How good is our Staff Team?	Good